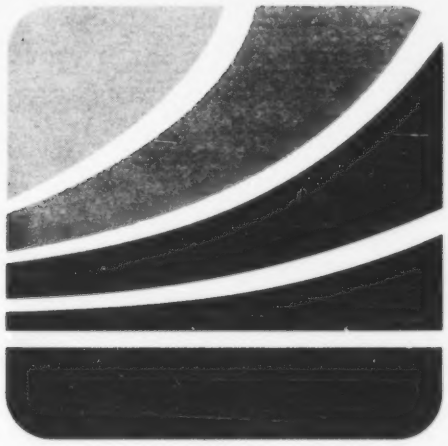
TOURISM SERVICES

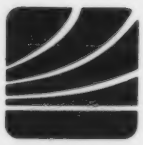


ALBERTA
TOURISM
EDUCATION
COUNCIL

Tourism/Visitor Information Counsellor

CERTIFICATION STANDARDS

92-00101/



ALBERTA
TOURISM
EDUCATION
COUNCIL

1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
(403) 422-0781
FAX (403) 422-3430

The council works in cooperation with:

Alberta Chamber of Commerce

Alberta Culinary Arts Foundation

Alberta Hotel Association

Alberta Restaurant and Foodservices Association

Motel Association of Alberta

Tourism Industry Association of Alberta

Alberta Tourism

Alberta Career Development and Employment

Alberta Advanced Education

Council of Presidents (Colleges and Technical Institutes)

Alberta Vocational Centres

Universities Coordinating Council

Printed March, 1991

All rights reserved. Reproduction of this publication, in part or in whole, without the express permission of the Alberta Tourism Education Council is prohibited.

ALBERTA TOURISM EDUCATION COUNCIL

▼ INTRODUCTION

The tourism industry in Alberta presently creates an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. This tremendous potential for growth represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. The mandate of the Council is to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry.

One of the important initiatives undertaken by the Council is the development of standards for occupations within the industry. Standards now exist for various positions in the food/beverage/accommodation and adventure tourism/recreation sectors. In addition, several sets of standards exist which are applicable to all sectors of the tourism/hospitality industry. Development of standards is ongoing, leading to a range of standards for key occupations in all sectors.

Another initiative of the Council is the development of a province-wide process for certification. Certification is designed to provide individuals currently working in the tourism industry with an opportunity to demonstrate their knowledge and skills and receive industry-recognition for their achievements. Certification enables employees to further career-development goals and allows employers to hire staff that are trained to a measurable level. This in turn enhances the image of the industry and attracts energetic and talented individuals to the many exciting and rewarding career opportunities available.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council
1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
Phone: (403) 422-0781
Fax: (403) 422-3430

STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining what an individual must know and the skills and attitudes required of that individual to be considered competent in an occupation.

WHY DEFINE STANDARDS?

People working within the tourism industry have been labelled as unskilled workers. This stereotype is far from the truth. Central to the mandate of the Alberta Tourism Education Council is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase awareness of the broad range of skills required of those working within this industry.

HOW ARE STANDARDS DEVELOPED?

These standards were developed from information provided by two industry committees. The Industry Validation Committee (IVC), consisting of individuals working within this occupation, provided the information from which a complete description of necessary skills was generated. The standards were written, and feedback was then provided by the Standards Industry Advisory Committee (SIAC), which is also made up of individuals working in this occupation. The IVC then met to validate the standards, considering the feedback from SIAC as well as their own suggestions.

A minimum of 40 professionals from the occupation are directly involved in developing each set of standards.

WHO BENEFITS FROM STANDARDS?

Eventually, all Albertans will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will maintain or increase personal skills, resulting in direct benefits to local and visiting consumers.

Specific groups who can benefit from standards are:

Service Professionals
- standards help identify career paths
- standards enhance the public image of service professionals
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

Employers and Owners
- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards provide employers and owners with a highly trained work force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line

Educators

- standards provide the basis for curriculum and program development
- standards identify areas of industry where educational expertise is needed and applicable

Students

- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards allow visualization of career options within the tourism industry

HOW ARE STANDARDS READ?

Major Categories are located in the outer margins. These indicate the general skill area within the occupation.

Skills are located in the left-hand column. These indicate abilities service professionals must demonstrate to fulfil the requirements of the position properly.

Standards are located in the right-hand column. These specify what a service professional must do and provide the knowledge necessary to accomplish the task. The centre column identifies the standard as either:

- **K (knowledge task)** - what a service professional must know to be considered competent in a skill, or

- **P (performance task)** - what a service professional must demonstrate to be considered competent in a skill, based on the requirements as stated in the knowledge standard.

HOW DO STANDARDS RELATE TO THE CERTIFICATION PROCESS?

Standards are used as the basis for the implementation of a three-step province-wide certification process for industry personnel. The initial step is a multiple choice examination which, when successfully completed, is followed by a performance evaluation completed by a supervisor in the work place. The third step is a performance evaluation conducted by a certified, trained Alberta Tourism Education Council evaluator.

WHAT DOES 'SPONSORING ORGANIZATION'S POLICY' MEAN IN STANDARDS?

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that affect the way in which a skill is performed. Therefore, some standards have 'with consideration of sponsoring organization's policy' added to the performance portion of the standard for certification purposes.

The knowledge portion of these standards contains the typical generic policy with which the employee should be familiar in order to challenge the written examination. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

An organization's policy does not replace the generic standard; rather, it allows the ATEC evaluator to determine if performance is to the standard or follows a particular establishment policy. The evaluator will not fail candidates for following policies of their establishments.

ALBERTA TOURISM EDUCATION COUNCIL

▼ ACKNOWLEDGEMENTS

The Alberta tourism industry worked with Alberta Tourism to develop these standards. Funding was provided by the Canada/Alberta Tourism Agreement (C/ATA). These standards form the basis for a Tourism/Visitor Information Counsellor training program sponsored by the Tourism Industry Association of Alberta (TIAALTA).

We wish to recognize the following individuals for their expertise, time and energy without which the development of these standards would not have been possible.

Evelyn Bolink, Chinook Country Tourist Association
Sylvia Clemens, Battle River Tourist Association
Lori Derzaph, South East Alberta Travel & Convention Association
Paul Douglas, Alberta Hotel Association
Julie Duffy, David Thompson Tourist Council
Sylvia Feindel, Alberta Tourism
Yvonne Fisher, Big Country Tourist Association
Pamela Flynn, Spruce Grove Chamber of Commerce
Charlene Francis, Calgary Convention & Visitor Bureau
Marjorie Fraser, Edmonton Tourism Gateway Park
Mary Anne Gibson, Alberta Legislature
Maureen Gilette, Alberta Tourism
Gerrit Halbersma, Alberta Tourism
Sherri Heller, Lakeland Tourism Zone
Ann Hickman, Alberta Tourism
Donna Howitson, Peace River Swimming Pool
June Hughes, Battle River Tourist Association
Rolf Jacobsen, Battle River Tourist Association
Erna Jensen, Banff Chamber of Commerce
Carmen Johnson, Land of the Mighty Peace Tourist Association
David Jolly, Calgary Convention & Visitor Bureau
Sandra Kennedy, Alberta Urban Municipalities Association
Kimberly Lamb, Lakeland College
Barry Lazoruk, Tourism Industry Association of Alberta
Jenny Leavitt, Chinook Country Tourist Association
Brenda Leriger, Whitecourt Chamber of Commerce
Lucille Longson, Edmonton Tourism Gateway Park
Bill Mattinson, Alberta Urban Municipalities Association
Tony Maxwell, David Thompson Tourist Council & Tourism Industry Association of Alberta
Lorraine McDaid, Land of the Midnight Twilight Zone
Graham McRae, Alberta Tourism Education Council
Billie Milholland, Elk Point Chamber of Commerce
Manon Napier, Calgary Convention & Visitor Bureau
Collette Oman, Big Country Tourist Association
Kim Phillips, Midnight Twilight Tourist Association
Barbara Phillips, Fairview Downtown Revitalization Committee
Linda Poetz, Tourism Industry Association of Alberta
Alan Robertson, Game Country Tourist Association
Henry Rutz, David Thompson Country Tourist Zone
Ty Smith, Canmore & Bow Valley Chamber of Commerce
Marilyn Thorpe, Alberta Tourism
Terri Tymchyshyn, Evergreen Tourist Zone
Britt Ulrich, Alberta Tourism
Dennis Vickery, Medicine Hat Chamber of Commerce
Sandi Voort, Chinook Country Tourist Association
Ellen Walker, Alberta Tourism Education Council
Rosemarie Wanlim, Big Country Tourist Association
Scott White, Alberta Tourism
Alberta Williamson, Edson Chamber of Commerce
Tara Yanke, South East Alberta Travel & Convention Association

We apologize if we have overlooked any contributors to this project.
Please let us know if you are aware of any omissions.

ALBERTA TOURISM EDUCATION COUNCIL

TABLE OF CONTENTS

- Introduction i
- Standards Overview ii
- Acknowledgments iv

A. OPERATIONAL PROCEDURES 5

1. Follow Office Routine
2. Use Operational Systems
3. Maintain Literature
4. Follow Safety Procedures
5. Follow Security Guidelines

B. INFORMATION SERVICES 17

1. Know Product
2. Access Information
3. Provide Services
4. Promote Tourism

C. ATTITUDE 29

1. Exhibit Positive Attitude
2. Exhibit Professionalism
3. Be a Team Member
4. Develop Professionally
5. Adhere to Ethics of Tourism/Visitor Information Industry

D. COMMUNICATION 39

1. Understand Effective Communication
2. Communicate Effectively
3. Write Effectively
4. Communicate With Special Needs Visitors

E. RESEARCH 47

1. Develop and Maintain Resources
2. Gather Visitor Statistics
3. Sell Facility Services

F. MERCHANDISING 51

1. Sell Merchandise
2. Maintain Merchandise
3. Handle Currency

Glossary 57

TOURISM/VISITOR INFORMATION COUNSELLOR STANDARDS

Note: Where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: FOLLOW OFFICE ROUTINE			
1.1	follow guidelines for opening facility	K	outline guidelines for opening facility: a) physical opening duties: · unlock main door on time · deactivate alarm, if required · turn on lights, e.g. building, display · change internal and external signs to read 'OPEN' · adjust heat · check general condition of facility to ensure: - washrooms are clean - floors are clean - windows are clean - garbage is removed - brochure racks are stocked and tidy - interior and exterior display areas are neat and clean - exterior site is clean and tidy - lighting is adequate and operational, e.g. replace light bulbs as required - signs are correct · sign on to communication system, if required · raise flags, if required b) administrative opening duties: · check duty schedule for assigned tasks · deactivate phone recording, if required · call for current weather report · call for current road report · obtain other status reports, for example: - fire hazards - campground trends - trail reports · check previous day's statistics and complete required documentation

A. OPERATIONAL PROCEDURES

ALBERTA TOURISM EDUCATION COUNCIL

A. OPERATIONAL PROCEDURES

SKILL 1: FOLLOW OFFICE ROUTINE			
1.1	cont'd		· ensure statistical documentation, e.g. guest register, is ready · fill in current date on applicable forms and sheets · take out cash, count float and put in till, if required
		P	follow guidelines for opening facility as outlined above, with consideration of sponsoring organization's policy
1.2	keep facility operational	K	describe how to keep facility operational: a) clean and stock washrooms b) clean floors, e.g. vacuum, mop c) clean windows d) stock, dust and tidy brochure racks, counters and displays, as required e) keep grounds clean f) remove garbage g) clean and tidy stock room: · organize material on shelves · inform supervisor when stocks are low h) maintain tidy workspace: · clean out personal files according to guidelines · ensure counselling counter is free of clutter · return files and brochures to storage place after use · discard outdated messages i) contact designated personnel for emergency repairs and advise supervisor of action taken
		P	keep facility operational as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: FOLLOW OFFICE ROUTINE			
1.3	follow guidelines for closing facility	K	outline guidelines for closing facility: a) compile statistics: · calculate totals · record on required documents b) prepare for closing: · change internal and external signs to read 'CLOSED' · activate phone recording, if required · cash out and secure cash, if required · shut down display areas, e.g. audio-visual equipment · sign off communication system, if required · shut off office equipment · stock external displays · clean staff room, e.g. turn off coffee pot, wash cups · turn down thermostat, if necessary · take out garbage · lower flags, if required c) secure building: · lock internal doors · close and lock windows · lock external doors, except main doors · check for people in washrooms · clear ashtrays safely, e.g. do not dump in wastebaskets · turn out lights · set alarm, if required · lock main doors
		P	follow guidelines for closing facility as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

A. OPERATIONAL PROCEDURES

SKILL 2: USE OPERATIONAL SYSTEMS			
2.1	operate office equipment	K	outline how to operate office equipment: follow manufacturers' instructions for equipment, for example: a) alarm system* b) audio-visual equipment:* · VCR · disc player · slide projector · film projector c) calculator d) cash register or box e) computer* f) credit card authorization machine* g) credit card imprinter* h) facsimile machine* i) lottery terminal* j) phone system k) photocopier l) postage meter* m) public address system* n) reader board* o) telephone answering machine* p) typewriter q) voice mail system* *specialized pieces of equipment used in some Tourism/Visitor Information Centres
		P	operate office equipment as outlined above
2.2	operate telephone	K	outline how to operate telephone: follow manufacturers' instructions to: a) answer incoming calls b) place calls on hold c) transfer calls

SKILL 2: USE OPERATIONAL SYSTEMS			
2.2	cont'd		d) access multi-line phone systems e) use intercom feature, if available
		P	operate telephone as outlined above
2.3	outline importance of good telephone skills	K	outline importance of good telephone skills: a) enhance image of organization b) allow for quick access of information
2.4	process telephone calls	K	describe how to process telephone calls: a) be prepared, e.g. have pen and paper ready to take notes b) answer promptly c) greet caller: · identify self and organization · speak clearly · be courteous d) identify needs of caller and record details of request e) prioritize calls, e.g. long distance calls first f) process calls in order established: · put new callers on hold and return to previous caller, unless incoming call is long distance g) provide requested information h) offer to take message if call cannot be completed: · request and record: - caller's name and telephone or facsimile number - name of person caller wishes to speak to - message - time of call · verify information by repeating details back to caller · initial message

ALBERTA TOURISM EDUCATION COUNCIL

A. OPERATIONAL PROCEDURES

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2: USE OPERATIONAL SYSTEMS			
2.4	cont'd		· send message to appropriate person, department or facility i) thank caller j) follow up
		P	process telephone calls as outlined above, with consideration of sponsoring organization's policy
2.5	operate cash register	K	outline how to operate cash register: follow manufacturer's instructions to: a) unlock cash register b) obtain ring-out totals, e.g. daily, weekly c) ring in amounts d) load and unload cash register tape e) open cash drawer
		P	operate cash register as outlined above
2.6	maintain equipment in operating condition	K	outline how to maintain equipment in operating condition: a) perform routine maintenance according to manufacturers' instructions, for example: · load paper · change ribbons · add toner · add ink b) perform corrective maintenance according to manufacturers' instructions, for example: · clear paper jams · change messages c) inform supervisor of maintenance problems and needs d) inform manufacturer's service representative, if required

A. OPERATIONAL PROCEDURES

SKILL 2: USE OPERATIONAL SYSTEMS			
2.6	cont'd	P	maintain equipment in operating condition as outlined above
2.7	maintain inter-office communication	K	describe how to maintain inter-office communication: a) provide information by phone, memo, teleprinter or electronic systems to other Tourism/Visitor Information Centers (T/VIC), about: · changes in local conditions, for example: - fire - weather - road conditions, e.g. visibility, closure, re-opening - danger in camping areas · local events · statistics b) use designated channels of communication, e.g. information to supervisor first c) inform other staff, if required
		P	maintain inter-office communication as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

A.
OPERATIONAL PROCEDURES

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3: MAINTAIN LITERATURE

	3.1	assist with maintenance of resource material	K	describe how to assist with maintenance of resource material: a) use inventory system to track amount of information on hand and required: · inform supervisor of shortages b) read and review literature: · identify changes and errors andinform supervisors and co-workers c) organize reference material into system established by supervisor, for example: · files · reference manuals · weekend sheets · index card files · events calendar d) follow directions of supervisor to handle literature, for example: · discard outdated literature · receive shipments · store
			P	assist with maintenance of resource material as outlined above
A. OPERATIONAL PROCEDURES	3.2	prepare mail-outs	K	describe how to prepare mail-outs: a) ensure information regarding request is complete, including: · name · address · postal or zip code · phone number · quantity of material required: - know allowable limits · required timing of delivery

SKILL 3:
MAINTAIN LITERATURE

3.2 cont'd

b) gather materials to meet request, considering:
   - time of year and seasonal information
   - special interests

c) if materials are unavailable, forward request to information sources

d) send out materials:
   - package materials in protective covering, e.g. box, envelope, plastic
   - bind securely, for example:
     - seal with strapping tape
     - tie with string, e.g. nylon
   - label clearly and accurately:
     - put destination address in two places, if possible
     - include return address
   - comply with shipper's weight limits
   - obtain required shipping costs
   - send to shipper, for example:
     - post office
     - courier
     - transport company, e.g. bus, plane, truck

P prepare mailouts as outlined above, with consideration of sponsoring organization's policy

A.
OPERATIONAL
PROCEDURES

ALBERTA TOURISM EDUCATION COUNCIL

	SKILL 4: FOLLOW SAFETY PROCEDURES			
	4.1	identify locations of safety features	K	identify locations of safety features: a) first-aid kit b) safety exits c) emergency phone numbers list, including, for example: · 911 · law enforcement · ambulance · hospital · fire · utilities, e.g. for power outages, water problems · poison control · poaching · forestry · alarm company and alarm security code · employer's and supervisor's home phone numbers d) emergency equipment, for example: · fire extinguishers · fire axe · smoke alarms · fire alarm pull boxes e) closest medical facilities
A. OPERATIONAL PROCEDURES	4.2	adhere to safety guidelines	K	outline safety guidelines: a) check for adequate supplies in first-aid kit and report shortages to supervisor b) ensure exits are clear, for example: · do not store boxes in front of doors · post 'NO PARKING' signs on exterior doors

SKILL 4: FOLLOW SAFETY PROCEDURES			
4.2	cont'd		c) monitor facility and grounds for safety hazards, for example: · loose carpets or mats · slippery floors · icy sidewalks · frayed electrical cords · broken glass: - inside facility - on entry road or parking lot · windows that don't close · misleading road signs
		P	adhere to safety guidelines as outlined above, with consideration of sponsoring organization's policy
4.3	follow emergency procedure	K	describe emergency procedure: a) remove immediate danger, if possible, for example: · remove obstruction from choking victim · evacuate facility if necessary b) phone emergency number or contact trained personnel c) follow instructions and await emergency personnel d) complete incident report, recording: · name of person completing report · date and time of incident · nature of incident · time emergency personnel were called · time emergency personnel arrived e) inform supervisor f) maintain confidentiality of incident, e.g. do not give statements to media
		P	follow emergency procedure as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 5: FOLLOW SECURITY GUIDELINES

5.1	follow security guidelines	K	outline security guidelines: a) report vandalism to designated authority b) activate or deactivate alarm system, if required c) report suspicious persons, i.e. those who present real or perceived threat, to designated authority d) report defective security mechanisms, e.g. broken door or window locks e) complete security documentation, if required
		P	follow security guidelines as outlined above, with consideration of sponsoring organization's policy

A.
OPERATIONAL PROCEDURES

SKILL 1: KNOW PRODUCT		
1.1 identify features of local area	K	identify features of local area: a) attractions and events: · museums · festivals · theme parks · zoos · gardens · parks · art galleries · interpretive centers, e.g. coal mines b) facilities: · hotels · restaurants · campgrounds and picnic grounds · stores, especially ethnic and specialty stores · malls · night clubs · recreation facilities, e.g. arenas, ball diamonds, swimming pools · schools · theaters, e.g. movie, live stage c) services: · airports · bus stations · sani-dump stations · gas stations · vehicle repair shops · banks and money exchange facilities · medical and dental facilities · libraries · kennels · places to obtain licenses, e.g. fishing, hunting d) community information: · population · history · transportation, e.g. truck routes · industries

ALBERTA TOURISM EDUCATION COUNCIL

B. INFORMATION SERVICES

ALBERTA TOURISM EDUCATION COUNCIL

B.
INFORMATION SERVICES

SKILL 1: KNOW PRODUCT			
1.2	identify type of zone information that may be requested	K	identify type of zone information that may be requested: a) number of zones in province b) area zone covers and zone boundaries c) major attractions and events d) location of other information centers in zone e) location of central zone office
1.3	identify Alberta's major attractions and events	K	identify Alberta's major attractions and events: a) Calgary Stampede b) Edmonton Klondike Days c) West Edmonton Mall d) Royal Tyrrell Museum of Palaeontology e) Head-Smashed-In Buffalo Jump f) National Parks: · Banff · Elk Island · Jasper · Waterton Lakes · Wood Buffalo g) Icefields Parkway h) Canada Olympic Park i) Dinosaur Provincial Park
1.4	identify information about features of local area, zone or province that may be requested	K	identify information about features of local area, zone or province that may be requested: a) times of operation, e.g. days, hours, season b) extent of services c) location, e.g. closest facility or service d) phone number or contact person e) approximate cost f) wheelchair accessibility

SKILL 1:
KNOW PRODUCT

ALBERTA TOURISM EDUCATION COUNCIL

1.5	identify content of resource material	K	identify content of resource material: a) brochures: · business brochures: - description, e.g. written, pictorial - address and phone number - hours of operation · one-use brochures: - promotional only - description, e.g. written, pictorial - contact name or phone number b) guides: · indexes · legend page · listings of, for example: - information - businesses - attractions - communities - parks - members · description of listings: - detailed descriptions - prices - amenities - hours of operation - locations - phone numbers or contact names c) maps: · legend, e.g. symbols for: - accommodations - campgrounds - campground types - churches - color codes, e.g. parks, native reserves - cycling routes - dangerous goods routes - distances - elevations - hospitals

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
KNOW PRODUCT

1.5 cont'd

- information centers
- population of towns and cities
- road surface types
- truck routes

· general information:
- attractions
- border crossing hours
- border crossing locations
- borders, e.g. counties, zones, parks, provinces, cities
- compass references
- geographical features, e.g. rivers, mountains, lakes
- grid referencing chart
- information center hours
- latitude and longitude
- map name and published date
- metric conversion
- mileage charts
- names of towns, villages, cities, streets
- road signs
- services
- time zones

d) other reference material:
· specific information on specific topics
· newspaper files
· reference books, e.g. bird books
· lists of contact people, e.g. for service or ethnic clubs, translators
· lists of essential services

B.
INFORMATION
SERVICES

SKILL 1:
KNOW PRODUCT

1.6	identify general information that may be requested	K	identify general information that may be requested: a) directions, e.g. to specific streets, landmarks b) road conditions c) availability of space in campgrounds: · trends, e.g. time of day or week · current information, if available d) appropriate clothing and footwear for activities e) facilities and attractions to meet individual needs and interests f) metric conversion information g) dollar conversion information h) border crossing information i) general political information, for example: · name of prime minister · structure of government j) weather conditions k) hours of operation of nearby Tourism/Visitor Information Centres

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2:
ACCESS
INFORMATION

2.1	access information	K	describe how to access information: a) use facility resources, for example: · co-workers · binders and manuals · information files · publications · zone brochures · newspapers and calendars · resource lists b) contact local resources to meet specific requests, e.g. birdwatching clubs c) contact major regional tourism resource, e.g. Alberta Tourism, larger T/VIC d) refer visitors to alternative resource, e.g. library, government agency, another T/VIC
		P	access information as outlined above

B.
INFORMATION
SERVICES

SKILL 3:
PROVIDE SERVICES

ALBERTA TOURISM EDUCATION COUNCIL

3.1	adhere to *Individual Rights Protection Act* regarding discrimination	K	outline *Individual Rights Protection Act* regarding discrimination: 3. No person, directly or indirectly, alone or with another, by himself or by the interposition of another shall (a) deny to any person or class of persons any accommodation, services or facilities customarily available to the public, or (b) discriminate against any person or class of persons with respect to any accommodation, services or facilities customarily available to the public, because of the race, religious beliefs, colour, sex, physical disability, ancestry or place of origin of that person or class of persons or of any other person or class of persons. (RSA/80 cl-2 s3; 85 c33 s2)
		P	adhere to *Individual Rights Protection Act* regarding discrimination
3.2	provide information	K	describe how to provide information: a) greet visitors: · use opening message · make visitors feel welcome · do not assume relationship between visitors, e.g. husband/wife b) determine needs of visitors: · ask questions, for example: - purpose of trip - type of accommodation required - length of stay - interests · 'read' visitors, observing: - travelling companions - mode of transportation - special needs, e.g. physical, language · listen to questions

B.
INFORMATION
SERVICES

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
PROVIDE SERVICES

3.2	cont'd		c) access material d) select options meeting visitor needs e) describe options: · provide promotional material, e.g. maps, brochures · promote facilities, services and attractions f) inform visitor of major current events in area to prolong visitor stays g) make referral if unable to satisfy need h) summarize information provided: · verbally review · describe information package, e.g. maps, brochures
		P	provide information as outlined above
3.3	prioritize provision of service	K	outline how to prioritize provision of service: a) provide service to visitors before other tasks b) serve visitors at counter on first come, first serve basis c) serve visitors on phone on first call, first serve basis, with long distance calls having priority d) take calls when serving visitors at counter: · answer phone · determine if call is long distance · if long distance: - excuse self from counter service - handle request - return to counter service · if not long distance: - ask caller to hold and return to counter - have first available counsellor take call

B.
INFORMATION
SERVICES

SKILL 3: PROVIDE SERVICES			
3.3	cont'd	P	prioritize provision of service as outlined above
3.4	use resource materials	K	describe how to use resource materials: a) brochures: · direct visitor to selection of brochures · provide selection of brochures as options · describe brochure contents to visitor, if requested b) guides: · explain how to use guide, for example: - mention alphabetical listings - show where price is indicated - show where amenities are indicated · find selection relevant to visitor's needs · use legend to identify required information · identify options from guide, if requested c) maps: · orient visitor to map: - mark present location - use legend to determine required information · read map upside down, if required · pinpoint locations: - use highlighter pen - number locations and reference to addresses written on map - clarify right, left, north, south, east, and west - provide landmarks · calculate or find distances in miles or kilometres · repeat directions oriented to visitor, e.g. 'to your right'

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
PROVIDE SERVICES

3.4 cont'd

- fold map back to original size or to frame area needed by visitor

d) other resource material:
- use index to locate information
- provide information to meet visitor's questions

P use resource materials as outlined above

B.
INFORMATION
SERVICES

SKILL 4: PROMOTE TOURISM		
4.1 describe purpose of promoting tourism	K	describe purpose of promoting tourism: a) generates revenue to business, local community, zone, province and country b) provides increased employment opportunities c) assists in development of new facilities and infrastructure d) provides new opportunities for other businesses, attractions and events e) increases visitor's satisfaction f) improves image of area g) generates return visits and new visitors h) increases opportunity for local residents to stay in area i) generates educational and multicultural experiences for residents and visitors
4.2 describe Tourism/Visitor Information Counsellor's role in tourism industry	K	describe Tourism/Visitor Information Counsellor's role in tourism industry: a) serve visitors, e.g. provide information b) serve sponsoring organization by promoting tourism products, e.g. businesses and attractions c) recognize position as being part of whole tourism industry, including food and beverage, accommodation, attractions, events, tours and travel d) represent Alberta: · be hospitable · encourage visitors to experience what province has to offer

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 4:
PROMOTE TOURISM

4.3	promote local area, community, region, province and country	K	describe how to promote local area, community, region, province and country: a) describe options, for example: · use resource materials · relate anecdotes, e.g. historical b) indicate to visitors how product will meet needs c) inform visitors of benefits d) use promotional incentives, if available, for example: · travel cards · discount coupons · passes e) take advantage of opportunities to expand on other services: · recognize when visitors express further interest · provide further information on other services f) generate positive alternatives to overcome visitors' uncertainty g) recognize when visitor's needs are met: · non-verbal cues, e.g. yawning · attempts to close conversation
		P	promote local area, community, region, province and country as outlined above

B.
INFORMATION
SERVICES

SKILL 1: EXHIBIT POSITIVE ATTITUDE			
1.1	describe positive attitude	K	describe positive attitude: state of mind that anticipates positive experience, regardless of task, person or situation encountered
1.2	describe impact of positive attitude	K	describe impact of positive attitude: a) makes one feel: · energetic · enthusiastic · optimistic · useful · important · good about self and others · part of team · motivated b) allows one to: · be open to new ideas · appear approachable · be perceived as likeable · maintain friendships · communicate more effectively · maintain focus · keep well informed · experience greater job satisfaction · deal effectively with stress · enjoy better health · make most of situations c) affects business: · creates positive experience for visitors and other staff members · encourages visitors to stay longer · encourages positive word-of-mouth advertising

ALBERTA TOURISM EDUCATION COUNCIL

C.
ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
EXHIBIT POSITIVE ATTITUDE

1.2	cont'd		· encourages new and repeat visits · increases revenue for community, zone and province · increases prestige · creates positive image of industry
1.3	describe impact of negative attitude	K	describe impact of negative attitude: a) makes one feel: · negative about self and others · tired and drained · depressed · frustrated and angry · powerless · pessimistic · useless · unimportant · unmotivated b) causes one to: · be closed to new ideas · appear unapproachable · be less inspiring to others · be perceived as unfriendly · have difficulty keeping friends · communicate less effectively · be unfocused · be disinterested · experience less job satisfaction · avoid new experiences · deal poorly with stress · be less healthy c) affects business: · creates negative experiences for visitors and other staff members · discourages visitors from staying longer · encourages negative word-of-mouth advertising

C.
ATTITUDE

SKILL 1: EXHIBIT POSITIVE ATTITUDE			
1.3	cont'd		· discourages new and repeat visits · decreases revenue for community, zone and province · decreases revenue for entire industry · decreases prestige · creates negative image of industry
1.4	exhibit attributes of positive attitude	K	describe attributes of positive attitude: a) be self-confident, for example: · have 'can-do manner · communicate effectively b) be open-minded, for example: · accept direction · provide and accept feedback · handle change · look at positive aspects of situations · do not dwell on bad experiences · do not blame others · take responsibility for mistakes c) be enthusiastic, for example: · maintain high energy level · smile when doing job · make suggestions for improvements d) be friendly, for example: · smile · greet people · initiate conversation · use pleasant tone of voice · use positive body language e) be considerate, for example: · do not rush people · do not interrupt · take time to listen · include others in activities

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
EXHIBIT POSITIVE ATTITUDE

1.4 cont'd

f) be willing to learn, for example:
- take direction to achieve goals
- take initiative to gain new knowledge
- take initiative to take on new responsibilities

g) be proud of work, for example:
- complete job well, over and above what is expected
- see what needs to be done and do it

h) be honest, for example:
- turn in found items
- fill out time sheet correctly

P exhibit attributes of positive attitude as outlined above

C.
ATTITUDE

SKILL 2: EXHIBIT PROFESSIONALISM		
2.1 exhibit attributes of professionalism	K	describe attributes of professionalism: be: a) committed to safety, e.g. maintain equipment, adhere to operational standards b) punctual, e.g. arrive early to open facility, start shift on time c) respectful, e.g. take care of property and equipment, follow policies of sponsoring organization d) loyal, e.g. always speak highly of area, follow chain-of-command e) courteous, e.g. establish eye contact, address visitors as 'sir' or 'madam' f) organized, e.g. keep workplace orderly g) adaptable, e.g. accept changes in work schedule on short notice h) dedicated, for example: · maintain excellent attendance record · do not consider position nine-to-five job · do what it takes to get job done · be willing to take on extra responsibility i) prepared, for example: · order supplies in advance · keep paper and pens right beside phone · keep resource material current j) able to work, for example: · avoid substance abuse · maintain health, e.g. get adequate rest
	P	exhibit attributes of professionalism as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

C.
ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

C.
ATTITUDE

SKILL 2: EXHIBIT PROFESSIONALISM			
2.2	maintain personal hygiene	K	outline how to maintain personal hygiene: a) maintain natural-looking, clean skin b) control offensive body odour, e.g. use deodorant c) maintain clean, controlled hair d) follow proper oral hygiene e) use cosmetics, accessories and fragrances discreetly f) maintain clean hands and fingernails
		P	maintain personal hygiene as outlined above, with consideration of sponsoring organization's policy
2.3	follow dress code	K	outline how to follow dress code: a) wear designated uniform b) maintain appearance: · clean and press uniform · securely fasten name tags and buttons · clean shoes
		P	follow dress code as outlined above, with consideration of sponsoring organization's policy
2.4	adhere to staff conduct policies	K	outline how to adhere to staff conduct policies: a) determine staff conduct policies: · ask supervisor about policies affecting staff conduct, for example: - fraternization with visitors and friends - smoking, drinking, eating, chewing gum

SKILL 2:
EXHIBIT
PROFESSIONALISM

2.4 cont'd

- private telephone calls
- breaks
- privileges, e.g. discounts
- use of facilities
- parking

· read training manual
· attend orientation session

b) follow directives of policies

P adhere to staff conduct policies as outlined above

C.
ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
BE A TEAM MEMBER

3.1	describe importance of teamwork	K	describe importance of teamwork: a) success requires combined effort toward common goal b) all employees, regardless of role, contribute toward success c) working as team member is personally rewarding d) all staff are involved in assuring visitor satisfaction e) teamwork produces consistent product and service
3.2	work effectively with others	K	describe how to work effectively with others: a) fulfil job description: · follow chain-of-command · comply with sponsoring organization's policies · work effectively without supervision · take pride in work b) work calmly: · be patient · override personal feelings · communicate with team members · accept constructive criticism c) respect fellow staff: · take pride in successes of team and team members · be sensitive to pressures on fellow staff members · be co-operative · acknowledge contributions of others, e.g. thank others for help · address fellow staff members by name
		P	work effectively with others as outlined above

C.
ATTITUDE

SKILL 4: DEVELOP PROFESSIONALLY			
4.1	describe importance of maintaining and upgrading skills and knowledge	K	describe importance of maintaining and upgrading skills and knowledge: to: a) better serve sponsoring organization, community, zone and industry b) better serve visitors c) build self-esteem d) increase competence: · develop transferable skills · increase credibility with others e) contribute to career advancement f) make job more interesting and help prevent stagnation
4.2	develop professionally	K	outline how to develop professionally: a) review reference materials, e.g. books, publications, newsletters b) attend industry conferences, e.g. Tourism Industry Association of Alberta (TIAALTA) c) take courses related to tourism d) seek advice from experienced and successful peers
		P	develop professionally as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

C.
ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 5:
ADHERE TO ETHICS OF TOURISM/VISITOR INFORMATION INDUSTRY

5.1	adhere to ethics of Tourism/ Visitor Information industry	K	describe ethics of Tourism/Visitor Information industry: a) treat all people with equal consideration b) avoid making judgements c) treat others as you would like to be treated d) do not accept gratuities e) maintain confidentiality: · avoid divulging privileged information · follow procedures, e.g. media, security, oath of confidentiality f) deliver services within abilities g) use accurate and correct information
		P	adhere to ethics of Tourism/Visitor Information industry as outlined above, with consideration of sponsoring organization's policy

C.
ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: UNDERSTAND EFFECTIVE COMMUNICATION			
1.1	define effective communication	K	define effective communication: the two-way process of sharing information so that both parties understand each other; both parties may send and receive messages
1.2	describe benefits of effective communication	K	describe benefits of effective communication: a) avoids misunderstanding b) provides basis for excellent visitor service: · facilitates accurate assessment of visitor needs · encourages provision of required information c) provides basis for effective teamwork: · reduces confusion and error due to misinterpretation · promotes co-operative work environment

ALBERTA TOURISM EDUCATION COUNCIL

D.
COMMUNICATION

SKILL 2: COMMUNICATE EFFECTIVELY			
2.1	describe barriers to effective communication	K	describe barriers to effective communication: a) preoccupation b) closed mind: · making up mind before conversation is complete · prejudging message, intent or belief c) premature response: · interrupting speaker · finishing sentences for speaker · not listening; anticipating opportunity to respond d) noisy or distracting environment
2.2	overcome obstacles to effective communication	K	outline how to overcome obstacles to effective communication: a) focus attention on message, e.g. concentrate on one visitor at a time b) do not prejudge intention, e.g. do not jump to conclusion c) wait for speaker to finish speaking before responding d) create environment that allows for concentration on message, for example: · do not interrupt others · excuse self to answer phone to minimize distractions e) ensure non-verbal and verbal messages reinforce one another, e.g. ensure facial expression does not contradict spoken words f) speak effectively g) listen effectively
		P	overcome obstacles to effective communication as outlined above

SKILL 2: COMMUNICATE EFFECTIVELY		
2.3 define non-verbal communication	K	define non-verbal communication: transfer of information by action, gesture and appearance, e.g. pointing, body language, facial expressions
2.4 describe components of non-verbal communication	K	describe components of non-verbal communication: a) arrangement of work space, e.g. use of furniture as barriers b) established distance or comfort zone, e.g. formality may require more distance c) body language, e.g. posture, handshake, eye contact, gestures, facial expressions d) personal appearance, e.g. grooming, dress
2.5 describe question types	K	describe question types: a) open-ended questions invite speakers to identify own alternatives, words or length of answer, e.g. 'How do you feel about the situation?' b) closed questions limit answers to 'yes', 'no' or other short response, e.g. 'Are you happy about the situation?' c) probing questions ask for specific information, e.g. 'How much time do you have?' d) mirror questions repeat statements as questions for clarification, e.g. 'I have one week left of my holiday'; 'So, you only have seven days of holiday left?'

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2:
COMMUNICATE EFFECTIVELY

2.6	follow guidelines for effective listening	K	describe guidelines for effective listening: a) listen carefully to message: · be open-minded and non-judgemental · listen until message is complete · be patient; do not interrupt b) watch for non-verbal behaviours which indicate speaker's feelings c) encourage speaker to say more: · be supportive · ask questions for additional information or clarification of details · use open or closed questions depending upon type of information needed d) paraphrase message to confirm understanding, without making visitor feel uncomfortable e) respond to message, for example: · indicate active listening, e.g. nod, smile, say something to indicate attentiveness, such as 'yes', 'oh', or 'that's right' · offer comments · make suggestions · if answer is not known, say so and suggest alternatives
		P	follow guidelines for effective listening as outlined above

D.
COMMUNICATION

SKILL 2:
COMMUNICATE
EFFECTIVELY

2.7	follow guidelines for effective verbal communication	K	describe guidelines for effective verbal communication: a) focus on purpose of discussion and consider possible impact of message on listener b) organize ideas before speaking c) communicate message: · speak clearly · express warm, positive outlook · use proper grammar; do not use slang, jargon or profanity · speak loudly enough to be heard · do not speak too slowly or too quickly d) adjust personal style to listener, for example: · do not mimic · use precise, uncomplicated language · use fewer, rather than more, words · use variations in tone and inflection of voice · respect listener's personal space e) address listener by name or title, when possible f) receive feedback: · observe behaviour of listener · ask for questions · listen to comments g) respond to feedback: · if message was not understood: - repeat or paraphrase - give examples to clarify · acknowledge listener's response
		P	follow guidelines for effective verbal communication as outlined above

D.
COMMUNICATION

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
WRITE
EFFECTIVELY

3.1	write effectively	K	describe how to write effectively: a) write or print legibly; type if writing is poor b) use correct format, e.g. memo, business letter, report c) understand purpose of message: · determine information reader needs to know · ensure information is accurate and complete d) write in clear, concise manner: · arrange ideas logically e) use simple, straightforward words: · define technical terms f) proofread to check spelling, punctuation and format g) make corrections h) produce final copy i) improve writing skills as required: · take remedial courses · acquire reference material, e.g. style manual, dictionary
		P	write effectively as outlined above, with consideration of sponsoring organization's policy

D.
COMMUNICATION

SKILL 4:
COMMUNICATE WITH SPECIAL NEEDS VISITORS

ALBERTA TOURISM EDUCATION COUNCIL

4.1	communicate with special needs visitors	K	describe how to communicate with special needs visitors: a) be sensitive to communication difficulties of special needs visitors b) address visitors directly: · state name and position when initiating conversation · face visitor c) treat all visitors the same way: · provide assistance using discretion, e.g. if requested or if physical environment is problematic d) focus on individual needs and accommodate to best of ability: · non-English speaking visitors: - use basic gestures, e.g. point - use paper and pencil, e.g. draw diagrams, maps - contact translator if possible - speak slowly and clearly · young children: - offer something to occupy child, e.g. crayons, books - offer assistance as required - crouch down when addressing child - use simple language · elderly or physically challenged visitors: - offer assistance if it appears necessary · visually impaired or blind visitors: - tap lightly on shoulder or back of hand to make presence known - offer arm to assist when walking

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 4:
COMMUNICATE WITH SPECIAL NEEDS VISITORS

4.1 cont'd

- never grab visitor, cane or guide dog
- hearing impaired, deaf or mute visitors:
  - use basic gestures, e.g. pointing, sign language
  - use paper and pencil to communicate, as needed
  - make presence known visually or by touch
- wheelchair visitors:
  - offer aid if necessary
- mentally challenged visitors:
  - if speech is incomprehensible, ask visitor to point
  - offer pen and paper if motor movement is unimpaired

P communicate with special needs visitors as outlined above

D.
COMMUNICATION

SKILL 1: DEVELOP AND MAINTAIN RESOURCES			
1.1	assist in keeping resources current	K	outline how to assist in keeping resources current: a) update resources, e.g. files, lists, manuals, binders, clipping service b) review file system c) contact resources to verify information d) document changes e) inform fellow staff f) provide information through inter-office communication channels
		P	assist in keeping resources current as outlined above
1.2	assist in developing new resources	K	outline how to assist in developing new resources: a) review publications, for example: · newsletters · newspapers · clipping services · brochures from new attractions · tour packages · event brochures · business brochures b) document possible leads, for example: · verbal descriptions from others · personal experiences c) participate in familiarization tours, if available
		P	assist in developing new resources as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2: GATHER VISITOR STATISTICS			
2.1	describe purpose of visitor statistics	K	describe purpose of visitor statistics: a) shows how tourism affects sponsoring organization, community, zone and province: · number of people using facilities · dollars spent in community b) provides direction for promotional activities c) determines needs of facility, e.g. manpower, resources, literature d) provides support for funding applications e) expands membership in sponsoring organization
2.2	assist in gathering and recording visitor statistics	K	outline how to assist in gathering and recording visitor statistics: a) obtain information required: · ask questions, e.g. relating to season, interests · observe visitors · use guest register · track literature requests b) keep daily record of statistics, for example: · number of visitors per hour · point of origin and destination · mode of travel · visitors' interests · mail-out requests · telephone requests · first-time visitors · where person heard of location · purpose of travel · accommodation requested

E.
RESEARCH

SKILL 2: GATHER VISITOR STATISTICS		
2.2 cont'd		c) assist in statistical calculation as directed by supervisor: · ensure figures balance · calculate totals · use required documentation, e.g. tourism zone forms · initial statistical calculation, if required d) provide information through inter-office communication channels
	P	assist in gathering and recording visitor statistics as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
SELL FACILITY SERVICES

3.1	sell facility services	K	outline how to sell facility services: a) inform potential members of: · benefits of membership, e.g. access to maps, brochures · types of services available, e.g. brochures, displays, advertising b) obtain information to follow up membership: · name of contact person · address · phone number c) inform supervisor of potential member's interest
		P	sell facility services as outlined above, with consideration of sponsoring organization's policy

E.
RESEARCH

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: SELL MERCHANDISE			
1.1	identify information specific to merchandise	K	identify information specific to merchandise, for example: a) price b) quality, e.g. sizing, materials c) location of manufacture, e.g. local, imported d) care instructions from labels or tags provided, e.g. washable e) purpose f) how to use
1.2	sell merchandise to visitors	K	outline how to sell merchandise to visitors: a) read visitor, e.g. by watching and listening for visitor's interest in merchandise b) ask open-ended questions to determine visitor's needs c) narrow visitor's choices, e.g. direct visitors to specific items d) use suggestive selling techniques, e.g. describe items to increase appeal
		P	sell merchandise to visitors as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
SELL MERCHANDISE

1.3	handle merchandise purchase	K	describe how to handle merchandise purchase: a) inform purchaser of cost of item, including: · sales discount, if applicable · sales tax, if applicable b) total amount owing and calculate tax, if required c) receive payment d) provide change e) provide receipt, ensuring receipt contains: · number of items purchased · individual cost of items · total price f) package purchases, if requested, for example: · wrap breakables in paper · fold clothing · provide bag or box for carrying g) initial and file duplicate receipt h) document purchase on required form for cross-checking purposes
		P	handle merchandise purchase as outlined above, with consideration of sponsoring organization's policy

F.
MERCHANDISING

SKILL 2: MAINTAIN MERCHANDISE			
2.1	maintain merchandise	K	outline how to maintain merchandise: a) notify supervisor when stock is low b) restock displays, e.g. hang up items or put items on shelves c) at time of sale, itemize merchandise sold d) record write-off's, e.g. breakages, theft, defective items
		P	maintain merchandise as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3: HANDLE CURRENCY			
3.1	manage float	K	outline how to manage float: a) count float and petty cash to ensure adequate amount and denominations b) check for and record shortages and non-currency vouchers, receipts, coupons and bonus forms c) record balance in log book and sign out float d) ensure cash is secure
		P	manage float as outlined above, with consideration of sponsoring organization's policy
3.2	follow procedure for handling cash payments	K	outline procedure for handling cash payments: a) accept cash b) count cash c) state total cash to visitor d) provide appropriate change e) keep visitor's payment separate until visitor has accepted change f) place cash with float and other sales-related items
F. MERCHANDISING		P	follow procedure for handling cash payments as outlined above, with consideration of sponsoring organization's policy

SKILL 3: HANDLE CURRENCY		
3.3 process cheques	K	describe how to process cheques: a) for traveller's cheques: · check country of origin and type of currency for correct exchange · verify amount of cheque · obtain and witness visitor's signature · ensure signature matches one previously signed on cheque · ensure date and location are correct · verify that cheque is payable to property · authorize traveller's cheque by entering serial number and denomination in credit card authorization machine, if available · handle traveller's cheque as cash b) for personal cheques: · ensure that: - date is correct - cheque is signed - written and numerical amounts match and are equal to charged amount - cheque is made payable to property · ask for identification including one piece of identification with visitor's photograph · record identification numbers · compare address, name and phone number on identification with that on cheque · call for authorization, if required · handle cheque as cash
	P	process cheques as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3:
HANDLE CURRENCY

3.4	follow procedure for credit card purchases	K	describe procedure for credit card purchases: a) ensure card type is accepted by sponsoring organization b) check card expiry date c) check for signature on back of card d) run card and charge slip through imprinter e) ensure all copies of charge slip are clearly imprinted f) check card with cancellation bulletins g) obtain authorization, if required h) fill in charge slip with: · date · bill number · salesperson's initials · amount of sale · authorization number, if required i) return charge slip and refer to visitor by appropriate title and surname j) request signature k) compare signatures on card and charge slip l) return credit card and visitor's copy of charge slip to visitor m) place other copies of charge slip with float and other sales-related items
		P	follow procedures for credit card purchases as outlined above, with consideration of sponsoring organizations's policy

F.
MERCHANDISING

SKILL 3:
HANDLE CURRENCY

ALBERTA TOURISM EDUCATION COUNCIL

3.5	open and close cash till	K	outline how to open and close cash till: a) opening: · take out and count float · set up cash register or cash box for operation · put float in cash drawer b) closing: · total sales · separate cash from non-cash sales · record non-cash sales · subtract non-cash sales from total sales · subtract float · ensure cash on hand equals cash required to be on hand · document sales, e.g. date, initial · secure funds, e.g. put in safe
		P	open and close cash till as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

GLOSSARY

authorization	approval of purchase by credit card company
cashing-out	act of counting and adding cash and charges at end of day
charge slip	form used to imprint credit cards
clipping service	service that provides copies of newspaper and magazine articles, etc. that are relevant to customers' interests and needs
discount coupon	card or voucher which discounts price on goods or services to encourage business
familiarization tour	tour organized to allow people to become aquainted with features and layout of facility
float	sum of money used to make change for customers
gratuity	money given in appreciation of services rendered
legend	portion of map that lists meaning of various symbols used
merchandise	any saleable items, e.g. pins, t-shirts, books, maps, postcards, souvenirs
pass	card or voucher which grants complimentary admission to facilities, events and attractions
proactive	actively pursuing goal
sponsoring organization	various sponsors of Tourism/Visitor Information Centre's in Alberta: private business, chamber of commerce, municipality, zone, Alberta Tourism
TIAALTA	Tourism Industry Association of Alberta
trail report	report on condition of hiking or skiing trails
uniform	clothing designated by sponsoring organization as regular attire for work
zone	one of 14 designated tourism promotion areas in Alberta